

**Grade 1 Math: Weeks 19-24 January 14- February 22
2012-2013**

| Standards | * | Lessons | Teacher Notes | | | | | | | | | | | | | | | | |
|---|--------|---|---|--|--------|--|--------|--|--------|--|--------|--|--------|--|-------|--|-------|--|--|
| Learning Targets for each Key Standard reflect the benchmark that students must learn during that grading period. | | | | | | | | | | | | | | | | | | | |
| 1.OA.2- Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. Learning Target: I can find the sum within 20 of word problems with three whole numbers. | ★ ▶ | <i>To address KCAS, the following should be included in instruction:</i> Math Investigations: Unit 2 Sessions: <ul style="list-style-type: none">1.1-1.72.1-2.5 Unit 8 Sessions: <ul style="list-style-type: none">2.1-2.53.1-3.6 Unit 9 Sessions: <ul style="list-style-type: none">1.1-1.52.3A | | | | | | | | | | | | | | | | | |
| 1.OA.4- Understand subtraction as an unknown-addend problem. For example, subtract 10 – 8 by finding the number that makes 10 when added to 8. Learning Target: I can solve subtraction problems by finding the missing addend. | ▶ | | | | | | | | | | | | | | | | | | |
| 1.OA.6- Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use mental strategies such as counting on; making ten (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); decomposing a number leading to a ten (e.g., 13 – 4 = 13 – 3 – 1 = 10 – 1 = 9); using the relationship between addition and subtraction (e.g., knowing that 8 + 4 = 12, one knows 12 – 8 = 4); and creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13). Learning Targets: I can add and subtract within 20. I can fluently add and subtract within 10. | ▶ | GAP LESSONS <u>1.OA.2</u> <u>3 Addend Word Problems</u> <u>1.OA.6</u> <u>Sums of Ten</u> <u>1.OA.7</u> <u>Equal Sums</u> | | | | | | | | | | | | | | | | | |
| 1.OA.7- Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false? 6 = 6, 7 = 8 – 1, 5 + 2 = 2 + 5, 4 + 1 = 5 + 2. Learning Targets: I can compare the values on each side of the equal sign. I can decide if an equation is true or false. | ★ | <table><tr><th colspan="2">Formative Assessment Opportunities</th></tr><tr><td>1.OA.2</td><td></td></tr><tr><td>1.OA.4</td><td></td></tr><tr><td>1.OA.6</td><td></td></tr><tr><td>1.OA.7</td><td></td></tr><tr><td>1.OA.8</td><td></td></tr><tr><td>1.G.1</td><td></td></tr><tr><td>1.G.2</td><td></td></tr></table> | Formative Assessment Opportunities | | 1.OA.2 | | 1.OA.4 | | 1.OA.6 | | 1.OA.7 | | 1.OA.8 | | 1.G.1 | | 1.G.2 | | |
| Formative Assessment Opportunities | | | | | | | | | | | | | | | | | | | |
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| 1.OA.8 | | | | | | | | | | | | | | | | | | | |
| 1.G.1 | | | | | | | | | | | | | | | | | | | |
| 1.G.2 | | | | | | | | | | | | | | | | | | | |
| 1.OA.8- Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations 8 + ? = 11, 5 = __ 3, 6 + 6 = __. Learning Target: I can find the unknown value in an addition or subtraction equation with three whole numbers. | ★ | | | | | | | | | | | | | | | | | | |
| 1.G.1- Distinguish between defining attributes (e.g., triangles are closed and three- sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes. Learning Targets: | ★ ▶ | | KCAS Note: 1.G.1 - In Unit 4, Session 1.3, play Guess My Rule ONLY with power polygons. To meet this standard, be sure to discuss the difference between defining and non-defining | | | | | | | | | | | | | | | | |

*Standard Progression

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| <p>I can describe, build, and draw a shape by using its properties. I can explain which attributes make a shape what it is.</p> | | <p><u>Vocabulary</u> add, addition, putting together, adding to, counting on, making ten, subtract, subtraction, taking apart, taking from, compare, sum, unknown, equal, equation, 2-dimensional shapes, rectangle, square, trapezoid, triangle, half-circle, quarter-circle, three-dimensional shapes, cubes, cones, cylinders, rectangular prism, attribute</p> | <p>attributes.</p> |
| <p>1.G.2- Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape. Learning Target: I can create a different two- or three-dimensional shape using other two- or three-dimensional shapes.</p> | <p>★ ▶</p> | <p>http://www.amathsdictionaryforkids.com/</p> | |

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